U.S. History Quiz
Change and Reform (1877-1917)
Instructor's Version B

Answers: Multiple-Choice Questions

1.	**A**	**16.**	**D**
2.	**A**	**17.**	**E**
3.	**D**	**18.**	**C**
4.	**C**	**19.**	**E**
5.	**E**	**20.**	**B**
6.	**D**	**21.**	**B**
7.	**B**	**22.**	**A**
8.	**B**	**23.**	**D**
9.	**A**	**24.**	**B**
10.	**C**	**25.**	**C**
11.	**D**	**26.**	**E**
12.	**D**	**27.**	**D**
13.	**A**	**28.**	**A**
14.	**D**	**29.**	**A**
15.	**E**	**30.**	**E**

Answers: DBQ Essay Question

Assess the validity of the following statement: The "new immigration" in the period from 1880 to 1920 posed serious threats to the American economy and American culture.

Use evidence from the documents and your knowledge of the period from 1880 to 1920 to compose your answer.

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Use of the Documents

Each of the documents offers a perspective on immigration from 1880 to 1920.

- Document A is the official public invitation on the Statue of Liberty to immigrants.
- E, F, and H are also positive: Document E is an official view of a commissioner of immigration who thinks immigrants will become good Americans; F is from a speech to new American citizens by a cautiously optimistic President Woodrow Wilson, who calls for full assimilation; and H makes the economic argument that we need all the immigrants we can get, and that they will become good and productive Americans if they have access to proper education.
- B, C, D, and G are negative: Document B argues that the "new" immigrants are inferior to earlier ones; C argues that the new immigrants create public health hazards and that they are not good material for citizenship; D, authored by Senator Lodge, argues that many of the new immigrants end up in jail or are paupers; G makes the claim that immigrants are taking over the cities and that they are mostly Catholic.

Key Points from Outside Information

There are three main topics that the students might include in this essay:

1. Nature and causes of the "new" immigration
2. The "nativist" response and the pro-immigrant response
3. Economic and social roles of the new immigrants

Below is the outside information found in the Tindall and Shi textbook:

1. Characteristics and causes of the "new" immigration:
- Industrial revolution in the U.S. produces need for labor.
- In 1864 the Contract Labor Law had strongly encouraged immigration.
- Improvements in trans-Atlantic transportation made immigration easier and less expensive.
- Problems in Western Europe, Ireland, Germany and England in the early part of the century, and problems in Eastern and Southern Europe later in the century, produced waves of immigrants.
- European farmers without work or land came to the U.S. and settled first in cities, then some moved west and set up farms.
- Overall, more immigrants were pulled to the U.S. by opportunity than were pushed out of Europe by problems.
- Between 1820 and 1900, about 20 million immigrants.
- Between 1900 and 1910, about 10 million.
- Before 1880, German, Irish.
- After 1880, more from Southern and Eastern Europe
- Statue of Liberty assembled in 1886.
- Ellis Island established as immigrant entry point in 1892
- On the West Coast, Chinese immigrants entered U.S. at Angel Island.
    - Earlier waves had come to work on railroads.
    - After 1880s, came mainly to be with relatives already in U.S.

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2. Negative (nativist) and positive responses:
- Prejudice against "different" immigrants
  - Many did not speak English
  - Many were poorly educated by American standards
- Threats to American workers:
  - Willing to work for low wages
  - Willing to work as "strike breakers"
- Anti-Catholic sentiment, especially against immigrants from Italy.
- Anti-Semitic sentiment, especially against Jewish immigrants from Eastern Europe.
- Some Americans assumed "Nordic" peoples were superior in intellect to Slavic and Latin people.
- Resentment by some that the Irish had taken over city governments in many places.
- Many Americans feared that Italians belonged to "gangs" of various sorts.
- American Protective Association: based in the Midwest; mainly Protestant; opposed the "new" immigrants.
- In the West, some feared that the Chinese were taking over the cities, such as San Francisco, with "strange" customs and "clannishness" in Chinatowns.
- Calls for restrictions on immigration:
  - Some, like Henry Cabot Lodge, wanted to exclude the poorly educated and those who didn't know English.
  - Restrictions were passed on Chinese immigration with the Chinese Exclusion Act on 1882 (negotiated by Chester A. Arthur).
  - Ellis Island in New York and Angel Island in San Francisco both established to weed out immigrants with poor health and poor education.

3. Economic and social roles and situations of immigrants in this period:
- Established in ethnic neighborhoods in many cities:
  - Little Italies, Chinatowns, and so on.
  - Lived mainly in the cities, though some did become farmers.
  - Many worked in coal mines, steel mills.
  - Midwestern cities especially became heavily populated with immigrants in this period.
  - At the end of the nineteenth century, one third of the urban population was foreign born.
  - The Tindall and Shi textbook discusses Jacob Riis and his book *How the Other Half Lives*, a study in writing and photos of life in ethnic areas of cities; called attention to problems experienced by this population.
- Most assimilated, became voting citizens; some succeeded in politics, particularly in the cities
- Provided the labor necessary for American industrialization between 1880-1920.

Notes to the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and the textbook. For further information on how to write a DBQ, view the Tutorial "Reading and Writing History," or visit the Study Tips under Resources in the class center. Print out a copy of the Unit Quiz to view the full DBQ.

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Pointers for Instructors

- Make sure students address the question. They should use specific evidence to criticize or support the provided statement. As there is plenty of evidence to support either position, students should make some attempt to address both sides of the issue.
- It is important that students describe briefly what the attitudes towards the "new" immigration were, both positive and negative, and that they explain what the "new" immigration was.
- Emphasize that every paragraph students write must contribute to their thesis.
- Students must make effective use of the documents by citing them directly or by paraphrasing.
- Make sure students bring additional information from the text, the Tutorials, and other activities into their arguments.

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent

Argument: The essay must have a strong, clear thesis. The student should take a clear position either in support of or against the proposition stated in the question. The essay should also indicate a grasp of the complexity of the issue.
Critical Thought: The student should explain how each document supports or undermines the thesis. The student should address conflicts and contradictions in the evidence. All outside information must be relevant to the argument.
Evidence: The student should use documents **and** outside information (see lists above) throughout the essay. Most of the documents must be used, and students might address the relationship between the sources.
Writing Style: The essay must be well organized and well written; it must make sense throughout.

32-35 points—Very Good

Argument: The student's thesis must be consistent with the question, but it may not be sufficiently focused.
Critical Thought: The student's answer must include an analysis of several of the documents and must incorporate outside information.
Evidence: The student should make use of the documents and outside information (see lists above) that support the position being argued. Discussion of relationships between the sources used may be limited.
Writing Style: The essay should be well organized and clearly written; it must be logical, but some points may be unclear.

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28-31 points—Adequate

Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that doesn't acknowledge the question's complexity.
Critical Thought: The student's essay is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing position.
Evidence: The student may paraphrase the documents and may misinterpret a document to better fit the argument. The student will use only a little outside information, and may refer to some but not all of the documents. The answer may contain errors.
Writing Style: The writing and organization is unclear, but acceptable.

24-27 points—Flawed

Argument: The student's thesis will be unclear and will not be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.
Critical Thought: The essay will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate.
Evidence: The student will not make use of the documents appropriate to their argument, and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain errors.
Writing Style: The student's answer will be weakly organized and the writing will be unclear.

20-23 points—Severely Flawed
Argument: The student provides no thesis, or provides one that is not relevant to the question.
Critical Thought: The student demonstrates little or no understanding of the question.
Evidence: The student makes almost no use of the documents provided, and makes little or no use of outside information. The answer contains major errors.
Writing Style: The answer is disorganized and poorly written.

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